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**IMPACT OF MOTIVATION AND JOB STRESS UPON JOB SATISFACTION OF ACADEMIC  
STAFF OF PUBLIC UNIVERSITIES IN ISLAMABAD**



**By**

Ahmad Farooq Butt

01-222182-025

**Supervisor:**

Dr Haider Ali Shah

**Department of Business Studies**

**Bahria University Islamabad**

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**AHMAD FAROOQ BUTT**

**(Under Direction of Dr Syed Haider Ali Shah)**

**ABSTRACT**

This study examines the linkages between motivation enhancing practices, stress in the job and job satisfaction. The key elements of motivation enhancing practices were identified in one of the study conducted in Malaysia and has been included in this study such as employee recognition, remuneration, feedback on performance, opportunities for promotion and development, job protection and workload. Selected public sector higher education institutes formed part of the study sample. The findings of the research work indicate that motivation enhancing practices have significant positive relation with Faculty Job Satisfaction. The study also indicates that job stress has insignificant negative relation with the Faculty's Job satisfaction. The outcomes of this research are important for the management of Public Universities because success of an academic institution depends upon the quality and efficiency of its academic staff.

**Keywords: Motivation, Job Stress, Job Satisfaction,**

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## **1. INTRODUCTION**

The efficiency of any institution is contingent upon management of its human resource, and is a source of competitive advantage in the business environment which is highly volatile and intense in competition (Robins and Coulter, 2005). The value of this human capital is reflected in the knowledge, skills, abilities and other characteristics commonly referred to as KSAOs that these individuals possess. Since every aspect of organizational activity requires human involvement. Thus, optimizing the human factor will enhance organizational effectiveness which in turn necessitates attracting, recruiting and hiring of the right man for the right job (Siahaan, 2017). In order to maintain competitive advantage, demand for skilled and talented individuals has increased manifold as a result not only recruitment but retention of talented employees has become a paradox and challenge for companies/organizations (Almaaitah, M, Harada, Y, Sakdan, M. 2017), operating in the knowledge economy. This implies that individuals having proper skill sets and capabilities equipped with the right attitudes and values be hired at all organizational levels. These skills and attitudes then are continuously honed, strengthened and reinforced (Dess et. al, 2014). Subsequently, individual goals of such employees are then aligned with organizational goals to allow formation of highly motivated teams for achieving sustained organization's success.

Globalization and rapid advancement in technology have brought paradigm shift in organizational climate which is characterized by increased demand of productivity and efficiency. To sustain competitive advantage companies are either outsourcing work or the job is carried out through virtual offices by contingent workers. In today's work environment, employees have multiple roles to perform, (Cooper, 1991) and are required to deal with other job issues such as frequently changing colleagues, poor job descriptions and above all lack of job security. Faculty being part of this society cannot remain aloof from the changes that take place in the society they live and the environment in which they operate. Like other workers, faculty is expected to be multi task. Besides their core tasks of teaching and research, faculty is increasing being called upon to undertake administrative, managerial and community service activities let alone hone their knowledge and skills. This increased pressure at work may cause stress among the faculty members of a University and it is imperative to keep them motivated and satisfied with their job so that they can contribute to the learning environment of the University efficiently and effectively.

### **1.1 Definitions**

Prior identifying the problem it would be appropriate to define and briefly explain the terms which are the focus of this study. These are elucidated in ensuing sub paragraphs:

#### **1.1.1 Motivation**

Motivation is the main reason which compels human beings to engage in a particular behavior (Geurts, 2008). Motivation as explained by Robbins and Judge (2011), is a process which defines the strength, direction and determination of an individual in an attempt to attain their goals (Noermijati and Primasari, 2015). Motivation allows individuals to engage themselves in a business, job or an activity to meet the underlying human needs identified by Maslow. In the work scenario, motivation is the extent to which an individual is willing to apply and sustain his or her efforts to achieve stated goals of the organization. It also indicates the exchanges that take place between an employee and his/her work environment. According to Shah and Beh (2016), motivation enhancing practices tend to inspire individual's attitude and their actions. These practices are aimed at influencing those factors which direct, endure and reinvigorate work behavior. Through motivation not only the morale of an employee is boosted but it leads to improvement of conditions in which he/she works. This in turn not only improves individual relationship with the organization but both the individual and organizational goals also get aligned (Bolman & Deal, 2008). Eventually the job becomes "purposeful and satisfying" whereas, organizations get talented employees who propel the organization to success (Bolman & Deal, 2008). Since performance of a person is directly related to his /her motivation and ability (Steers & Porter, 1991). Therefore,